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CONGRESSIONAL RECORD — APPENDIX

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Five years later, in March, 1959, he was named deputy superintendent, and a month later that he was named superintendent after Kiyosaki's death.

He had, literally, a baptism of fire and water.

Early in 1960, a lava flow destroyed Kapoho school in Puna, and in May that year a tidal wave disrupted schools in Hilo for many weeks.

But he met those emergencies and later ones, and began building a record that marked him for consideration of the State superintendency as early as 1963.

Kiyosaki is no educational faddist; he dislikes "gimmicks" but does not reject an idea simply because it is new.

For instance, he was dissatisfied with methods of grading and reports, and developed the State's first uniform report card system on the Big Island.

His district also pioneered in in-service training and teacher evaluation programs.

He encouraged independent thinking and experimentation, as for instance the Keaukaha Language Project, the brainchild of the current district superintendent, Harry Chuck, in which English is taught as virtually a second language to children more at home in pidgin.

He also supported the "big room" team-teaching project of the late Kalanianaʻole school principal Henry Gouveia, which won national recognition.

State legislators have long drawn on his administrative facility in working up budgets and writing legislation affecting the Department of Education.

He helped work out program budgeting back in 1960, leading to the current lump-sum budgets.

But he believes the crisis in education will not be solved simply by more money, more teachers, more training aids and gimmicks.

The new generation of students is considerably more sophisticated than those of a decade or so ago, he is convinced, and they must necessarily know more about space, electronics, nuclear physics, and the new sciences. The whole drift of educational philosophy has, in fact, been toward the coldly objective scientific approach, he believes.

And this has been at the expense of the more personal subjects, the humanities.

He wonders whether this may be at the root of the amoral trend of youth today, with its manifestations of juvenile delinquency and lack of involvement.

Is there time, in the normal school day and normal year, for the student to absorb both the hard facts of science and the tempering subjectivity of the humanities?

Are the schools using the right materials? The right methods and personnel?

Kiyosaki intends to find out.

For the moment, however, he is concerned with running the Peace Corps Training Center in Hilo and the usual problems of getting ready to move.

The Kiyosakis have four children, Robert, 19, a student at the Merchant Marine Academy in King's Point, New York; Barbara, 18, a freshman at the University of Hawaii; John, 17, who will graduate Hilo High School this spring, and Beth, 15, a sophomore at Hilo High.

Students, CIA Rate Praise, Not Probes

EXTENSION OF REMARKS

OF

MR. CHARLES E. CHAMBERLAIN

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Tuesday, February 21, 1967

Mr. CHAMBERLAIN. Mr. Speaker, the current furor over the real and

alleged activities of the Central Intelligence Agency is a matter of reasonable concern to many Americans. What is not so reasonable is the hysteria with which these revelations have been greeted in some quarters. An editorial appearing in the Jackson, Mich., Citizen Patriot, February 18, 1967, reflects a mature reaction that is refreshing in an atmosphere that is so charged with sensation.

I am pleased to make these timely views available to my colleagues as I believe it will help provide a balanced appraisal of this controversy. The editorial entitled "Students, CIA Rate Praise, Not Probes" follows:

STUDENTS, CIA RATE PRAISE, NOT PROBES

The current to-do about the joint operations of the Central Intelligence Agency and the National Student Association should make Americans blush.

Not because of the covert nature of the arrangement, but because of the naivete that shows through when such an association is bared.

The typical American response is that of the boy caught with his hand in the cookie jar, and it is a reaction peculiar to people of this country.

The Central Intelligence Agency is an espionage and counter-espionage organization created to work unashamedly in the international, and consequently national, interests of the United States.

Its work must be covert. Spies never successfully work in the open, and there would be no point of having an espionage outfit at all if it had to forgo the essential trappings of the trade.

As for the CIA's connection with the student group, it should come as no surprise to find that secretive spies had utilized the available weapons of their trade to carry out their assigned tasks.

The need for the association was brought about by the Soviet Union and its satellites who were pouring untold quantities of money into the effort of controlling international campuses of the free nations as well—the United States included.

One reputable source reports the students first approached the government for funds, and the CIA thus gained its toe-hold.

How it got started is really not the point. The point is that the CIA needed student help on foreign campuses in order to obtain data it felt useful for protecting the sovereignty of this country.

That the students who knew of the plans were in full agreement bolsters the CIA position. There is nothing inherently wrong with students volunteering to help their country any more than it is for non-students. They were not forced into the union, nor coerced into helping.

The only harm done by the arrangement is the revelation it existed, for now the cloak of anonymity is stripped from the individuals and what may well have been an extremely important listening post is lost.

While all of the screaming for investigation is going on there is a tendency to lose sight of one of the primary aims of the arrangement.

American students overseas were able to determine who was behind various movements on campuses back home, why and how they were organized.

That information, fed into the Federal Bureau of Investigation or other police agencies, could, and probably did, go a long way toward keeping foreign agents in sight, or at least knowing what they were up to.

The same persons who are weeping and walling over the actions of the CIA overseas are strangely silent about delving into some campus groups in this country.

Time and time again reputable persons who are in a position to know, including the venerable spy-fighter, J. Edgar Hoover, have

stated categorically that this or that campus outfit was in the business of trying to destroy the United States through subversion.

We are so naive as a nation that we yell with surprise when the CIA-campus ties overseas are brought to light, yet we tolerate the same thing—in this country when it involves foreign powers and their, or our own, students, J. Edgar Hoover notwithstanding.

The citizens of the United States must accept the facts of life as they exist: CIA spies are no different than other spies (except, we hope, more efficient), and the students they work with are patriotic volunteers.

In fact, the nation should cheer the students and former students who thought enough of their country to help out. There is nothing wrong with patriotism.

The Report on Crime

EXTENSION OF REMARKS

OF

HON. JONATHAN B. BINGHAM

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Monday, February 6, 1967

Mr. BINGHAM. Mr. Speaker—

Taken as a whole . . . this wealth of knowledge and advice tells the country what it must now do to guarantee public order.

With these words, the Washington Post this week recognized the value of the report of the President's Commission on Law Enforcement and Administration of Justice.

This distinguished Commission, aided by hundreds of experts from various fields, conducted a mammoth study of crime in America and our system of criminal justice. Its invaluable report, based on this study, outlines a national strategy for attacking crime.

I congratulate the Commission for a job well done and believe its findings and recommendations should be given the most careful consideration by the Congress and throughout the country.

The editorial on the report, which was published on February 19 in the Washington Post, follows:

THE REPORT ON CRIME

"If this report has not conveyed the message that sweeping and costly changes in criminal administration must be made throughout the country in order to effect a significant reduction in crime, then it has not expressed what the Commission strongly believes." In the several hundred pages preceding this sentence, the President's Commission on Law Enforcement and Administration of Justice describes in detail this country's obsolete and overburdened police, court and correction systems.

Law enforcement in this country has fallen into a situation very similar to that of the schools. The big cities have been changing, profoundly and rapidly, around the schoolhouse, the courthouse and the police station. But within those buildings not much has happened, except the spread of a pervasive pessimism as the old methods cease to work effectively. Not enough money has been spent on these particular buildings, but the essential trouble runs deeper. Police departments and courts, like schools, are usually highly ingrown organizations. New ideas and new technology are adopted only very slowly.

"There is probably no subject of comparable concern to which the Nation is devoting

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